Early Learning Division
Kindergarten Readiness Partnership & Innovation Grants
Annual Outcomes Survey Summary Report: January – September, 2018

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2018 Data Highlights

Professional Development Built Bridges for ELPs & K3 Staff

- 178 Early Learning Providers/182 K-3 Staff participated in shared professional development
- More professionals of color represented this year
- K-3 teachers increased their understanding of what children experience in early learning settings
- Both K-3 and ELP participants increased their understanding of the importance of social/emotional learning skills, with K-3 participants exhibiting a larger attitudinal shift than ELPs
- Almost all participants report that they plan to make changes in their classroom/program to increase alignment

Family Engagement Programs Supported School Readiness in Families & Children

- 1935 families completed surveys
- More families of color represented this year
- Parents feel more comfortable in supporting child's learning in reading & math
- Parents and children feel more welcome and comfortable at school
- Parents feel more prepared to help their child transition to Kindergarten

Latinx families reported larger increases in school readiness than did White families

- Latinx families especially likely to report increased confidence in supporting math and reading at home

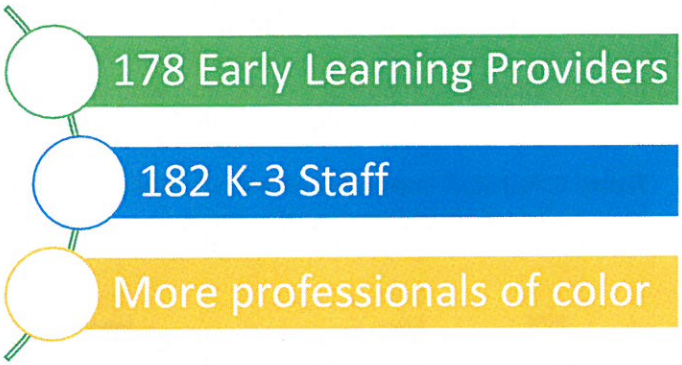
Outcomes Activities across Hubs

The fourth year of funding of prenatal to third grade (P3) alignment work through the Early Learning Division's Kindergarten Readiness Partnership and Innovation (KRPI) grant program began in January 2018. Most of the work in the new grant year was a continuation of activities from previous years. However, some new programming was offered in various regions (e.g., new PreK-like programming, or programs expanded to serve specific populations). Some professional development (PD) opportunities and family engagement (FE) programming, such as *Ready! for Kindergarten* Workshops and *Play to Learn* groups, were initiated in the 2017-18 school year but didn't conclude until the first quarter of this year. Thus, data regarding these activities were included in the 2018 year summary. At the conclusion of ongoing, multi-session shared PD[1] and FE, program participants were asked to complete a retrospective survey about their experiences in the program or training to assess outcomes.

As shown in Figures 1-2, Early Learning Hubs tracked outcomes for more families and professionals in 2018 than in previous years. Across 19 different programs, shared Professional Development Outcome Surveys were collected from ***360 participants*** including 178 from early learning providers (ELPs) and 182 from K-3 staff. ***One thousand nine hundred and thirty five (1935) parents/caregivers*** participating in 38 different FE programs completed the Family Events Outcomes Survey. Table 1 summarizes the number and types of outcome surveys submitted to PSU by each Hub through September 2018. What follows is a summary of the results from the Shared PD and Family Events Outcomes Surveys administered during Year 4.[2]

[1] Shared PD includes Professional Development opportunities where both Early Learning Providers and K-12 Teachers/Staff are present.
[2] Year 1 = 2014, Year 2 = part of 2015 and all of 2016, Year 3 = 2017, Year 4 = 2018, Q1-Q3 included in this report. If data were entered after the close of the data entry period, they were included in the following year.

Shared Professional Development Outcomes Survey Results



During quarters 1-3 of the 4rd year of KRPI funding, 9 Early Learning Hubs administered outcomes surveys to assess skill and knowledge acquisition, as well as attitudinal change, following participation in professional development activities. The PD events with the highest number of participants included STEM PD (Science, Technology, Engineering & Math), Conscious Discipline, Growing Early Mindsets (GEM), and Kids in Transition to School (KITS).

Over two-thirds (71%) of professionals participating in the PD opportunities self-identified as White; 22% identified as Latinx; 3% identified as multiracial; 2% identified as Asian; 1% identified as African American or Black; and 1% chose to self-identity outside of the racial and ethnic categories provided. Data shows a continued increase in the proportion of professionals of color participating in shared PD events in Year 4 (29%), over Year 3 (22%) and Year 2 (10%) (Figure 3). In large part, this increase reflects the participation of early learning providers of color in activities sponsored by a small handful of Hubs. For example, in Year 4, 48% of participants in shared PD sponsored by the Marion-Polk Early Learning Hub self-identified as persons of color (primarily Latinx).

At the end of shared PD activities, professionals were asked what they knew about the experiences of and expectations for children in preschool and kindergarten *before* and *after* participation. As illustrated in Figure 4, early learning providers significantly increased their understanding of kindergarten teacher expectations for school readiness after participating in the shared PD activity. Likewise, K-3 teachers significantly increased their understanding of what children experience in early learning settings.

Figure 3. The percentage of professionals of color participating in shared PD has increased each year.

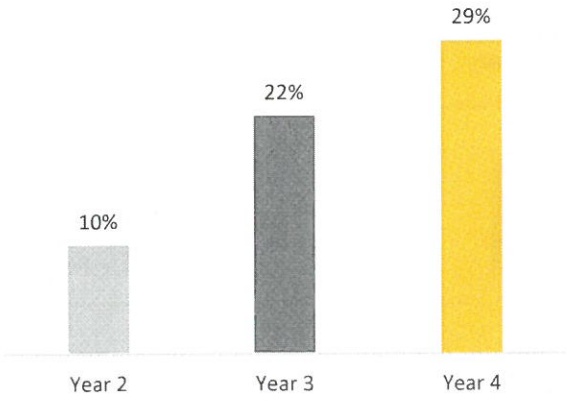
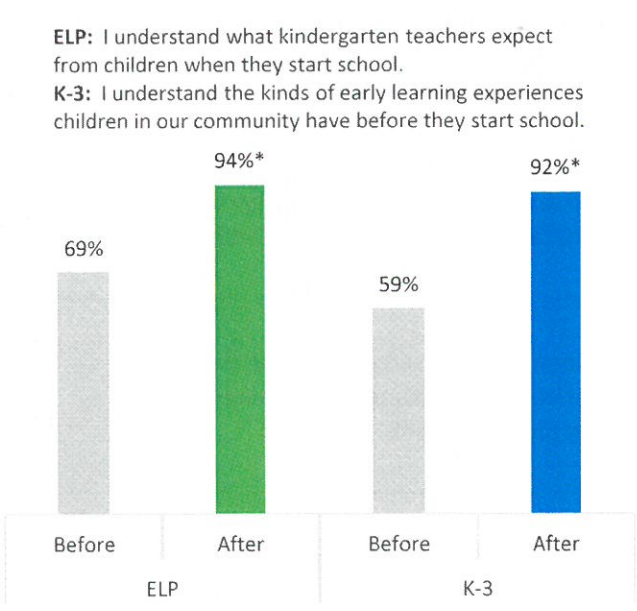


Figure 4. After Shared PD, ELPs and K-3 staff show increased understanding of early learning and school expectations.



**Represents a statistically significant increase.*

Early learning providers and K-3 staff were asked about program/school leadership's support for shared PD opportunities. **Most ELP (81%) and K-3 staff (85%) said that leadership was supportive of these PD opportunities**. Respondents also said that the activities and practices taught were developmentally appropriate; that they felt empowered to make changes in their classroom/program; and that they plan to make changes to increase alignment with K-3/early learning programs (Table 2).

After participating in a shared PD event, almost all participants plan to make changes in their classroom/program to increase alignment

Table 2. PD events set the stage for practice changes.

% agree/strongly agree	ELPs	K-3
Leadership in my workplace supports professional development opportunities with K-3 teachers/early learning providers.	81%	85%
The classroom activities and practices I have learned here are developmentally appropriate for the students in my classroom/program.	96%	97%
I feel empowered to make changes to activities and practices in my classroom/program.	95%	91%
There are changes I will make in my classroom/program to increase alignment with grades K-3/early learning programs.	92%	87%

Planned Practice Changes

In an open-ended question, ELPs (n=133)/K-3 staff (n=160) were asked to share 1 to 2 things they would like to change in their work based on what they learned in the PD activity they attended.

Comments from K-3 Participants (n=160)

Three areas were mentioned most often by K-3 professionals as areas for continued growth:

- Incorporation of more STEM content/science learning/experimentation/exploration into the curriculum;
- Increased attention to and use of social-emotional learning practices;
- Greater focus on the family, including cultivation of better relationships with families, increased parent involvement, greater opportunities for parent education, and more resources for families.

Respondents also highlighted their interest in implementing (and/or continuing to implement) a variety of structured programs/approaches, including:

- KITS positive behavior management practices (e.g., setting expectations, positive reinforcement, ignoring negative behaviors, redirection, using empathy, strengths-based vocabulary, etc.)
- Growth Mindset (GEM) practices (OK to make mistakes, use of hands-on activities, open-ended questions, etc.)
- Conscious Discipline practices (Brain Smart Start, classroom commitments, morning greetings, end of the day reflections, etc.)
- ANTS framework (interrupting "automatic negative thinking")

Less frequently mentioned areas for change included:

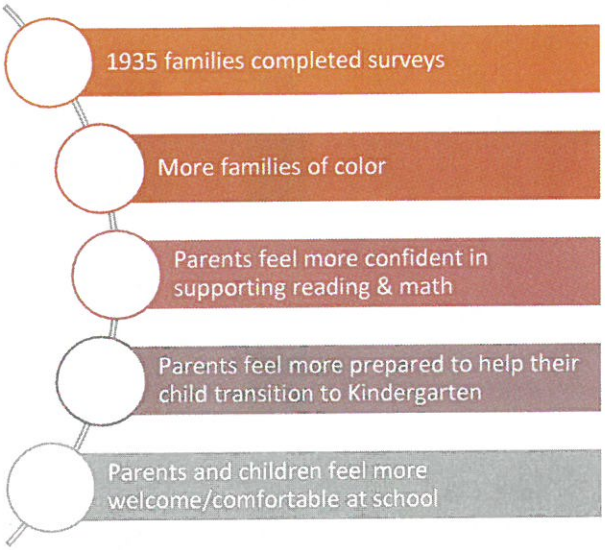
- Staff self-care, development, connection and shared language;
- Increased partnership with early learning/facilitation of kindergarten transition;
- Implementation of kindergarten slow start.

Across all areas, the comment was made that additional time, flexibility, and institutional support would be needed to realize this "wish list."

Comments from EL providers (n=133)

- Even more so than K-3 respondents, ELP respondents indicated that they would like to dedicate more time, attention, and classroom space to STEM-related curriculum and activities.
- ELP also frequently mentioned the importance of adopting a Growing Early Mindsets (GEM) approach, e.g., encouraging open-ended questions, hands-on activities, making mistakes, extension activities.

Family Engagement Events Outcomes



The tables and figures below represent data collected from parents and caregivers participating in FE activities from January through September 2018. ***Almost two thousand families participated in KRPI-funded activities and completed outcome surveys this year.*** The highest proportion of families participated in kindergarten transition programs/camps (n=808), *Ready! for Kindergarten* (n=429), and KITS (n=170).

As shown in Table 3, 1 out of 3 families that attended ongoing KRPI-funded family engagement activities identified as non-White, most of whom self-identified as Latinx. This increase in representation of families of color was primarily due to participation of families of color in 5 Hub regions: Marion and Polk counties (65% participants of color [n=217]), Yamhill County (29% [n=133]), Lane County (27% [n=100]), Multnomah County (70% [n=42]), and Eastern Oregon (40% [n=40]). More detailed demographic information by Early Learning Hub can be found in Appendix **D**. Most families who participated in family engagement events reported speaking English (85%) in the home. Over one-third of families reported speaking languages other than English and/or languages in addition to English. Twenty-four percent (24%) of families reported speaking Spanish in the home, and 13% reporting speaking multiple languages. Because families were asked to report all languages spoken in the home, percentages total greater than 100%.

Table 3. KRPI programs reach families from many different communities.

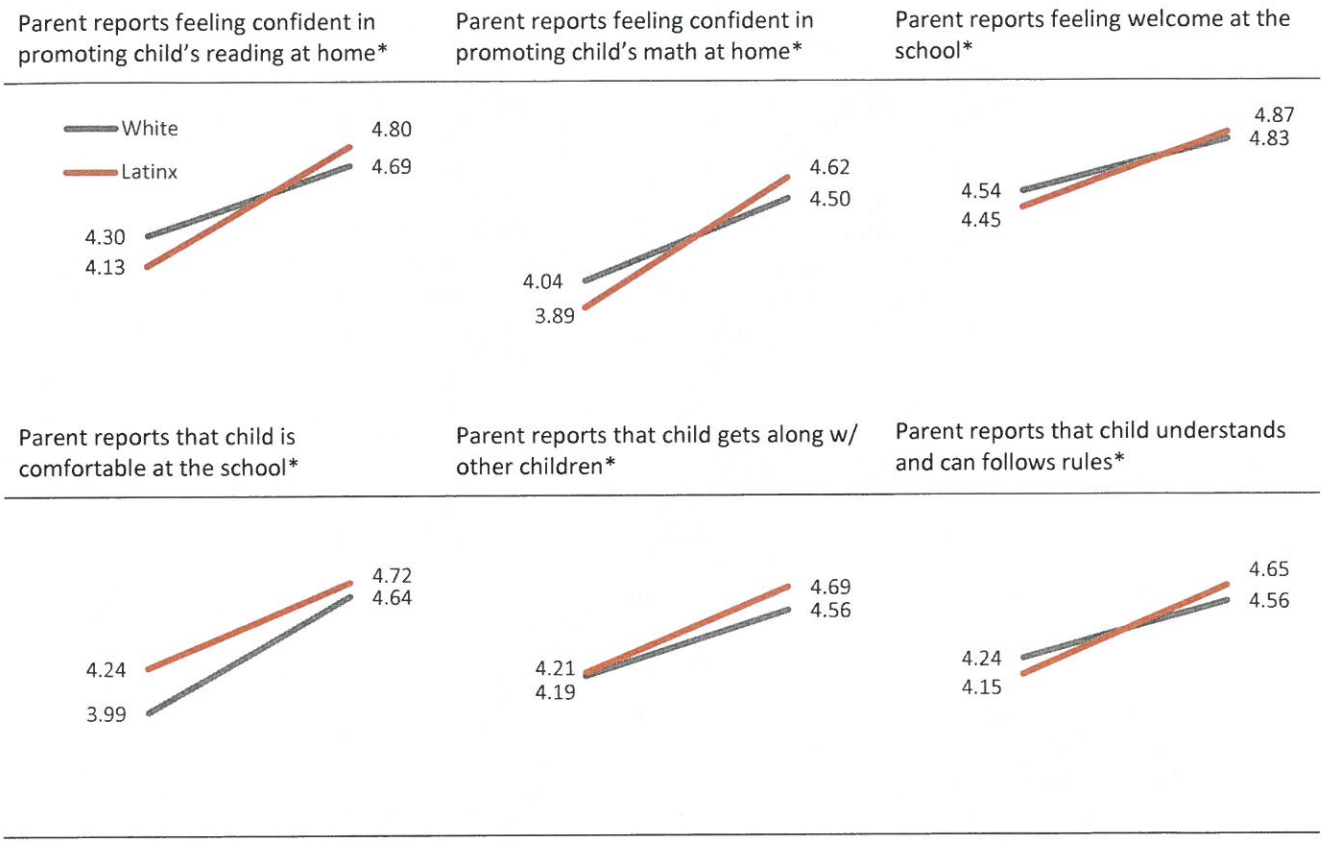
Child's Race/Ethnicity (%)		**Language Spoken at Home[5]**	
White	61%	English (% Yes)	85%
Latinx	24%	Spanish (% Yes)	24%
More than 1 Race/Ethnicity	12%	Multilingual[6]	13%
Asian	1%	**Ages of Children in the Home (% Yes)**	
African American	1%	Child(ren) 0-3	45%
Self-Identify	0.6%	Child(ren) 4-5	82%
Native Hawaiian/Pacific Islander	0.4%	Child(ren) 6-8	33%
Native American	0.4%	Child(ren) 9-18	34%

At the end of FE series, families were asked to reflect on their skills, knowledge, and beliefs related to school readiness before and after participating in the FE series. After participation in FE, parents/caregivers' perceptions of school readiness improved across a variety of domains (see Figure 8). The greatest improvements were demonstrated in the following domains: child's comfort level at the school (29% increase); parents' confidence to support reading skills at home (26% increase); and parents' sense of preparedness to help their child transition into kindergarten (28% increase). (Note that three-quarters (74%) of families participated in family engagement events related to kindergarten transition. These findings are similar to those reported for previous years of KRPI FE programming.

As shown in Table 4, FE programs were more likely to provide parents/caregivers opportunities to meet and make connections with school staff (56%) than with other parents (41%). However, it should be acknowledged that building school - parent connections may not be a primary function of many of the FE programs, many of which focus more on improving parental support for learning at home or increasing children's comfort with school settings and routines.

[5] In addition to English and Spanish, families reported speaking these following languages at home: Arabic, ASL, Cantonese, German, Klamath, Korean, Laos, Mandarin, Mixteco, Polish, Portuguese, Punjabi, Russian, Samoan, Vietnamese, Yiddish, Zapateco.
[6] When asked what language their family speaks at home, these responses included 2 or more languages.

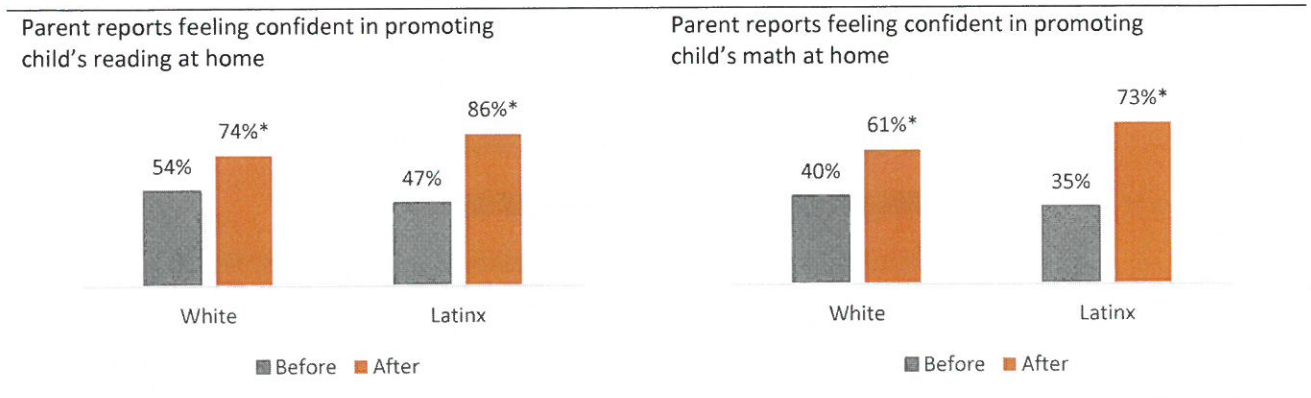
Figure 10. Latinx families self-report greater growth on average than White families.



**Represents a statistically significant difference.*

Figure 10 above displays the average scale scores for Latinx and White families on each school readiness item (rated from 1=definitely disagree to 5=definitely agree). Figure 11 provides additional context for understanding these differences by displaying the percentages of families that "definitely agreed" with two of the school readiness items, before and after participation. Again, both Latinx and White families demonstrated an impressive increase following FE participation, but a higher proportion of Latinx families than White families definitely agreed with each of two items (a pattern that held for all of the school readiness measures).

Figures 11. Latinx families self-report greater growth than White families.
% definitely agree



**Represents a statistically significant difference.*

Characteristics of KRPI Funded Family Engagement Strategies

The information summarized here represents the forty-nine (49) FE program surveys submitted. Twenty (41%) of the program surveys applied to 1- or 2- time events (Figure 15). Hub respondents were asked to complete additional questions for events that included 3+ sessions (a "series"), in order to provide information regarding the content and structure of these programs.

As illustrated in Figure 16, Hubs reported that 2417 children and 2584 adults attended FE series events. Note that the number of children and adults in attendance is much larger than the number of FE outcomes surveys submitted (~2000). This is due to two factors: (1) only one Outcomes Survey is completed per family, whereas each individual is counted for the purposes of attendance, and (2) families that did not complete outcomes surveys were still included in the attendance count for series events. An additional 1627 children and 407 adults attended 1- or 2- time events.

Figure 15. Most FE strategies were for ongoing programs.

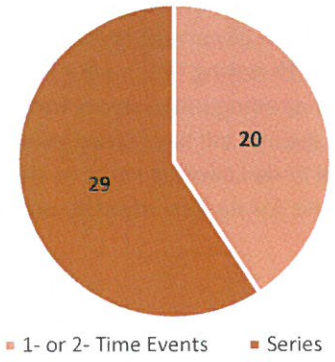
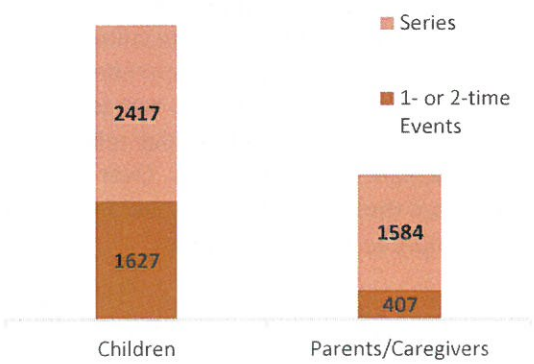
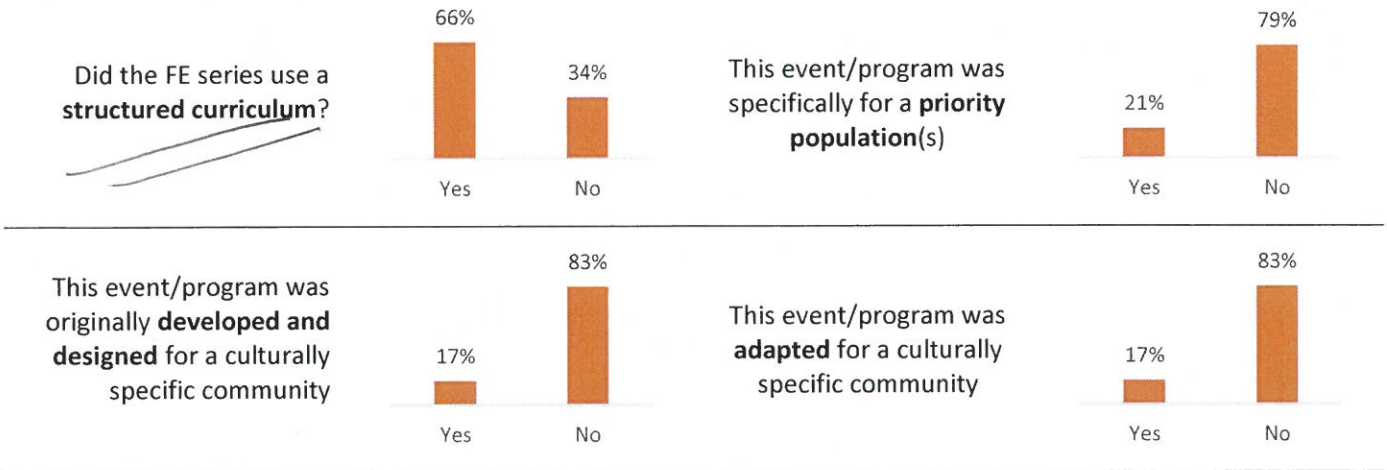


Figure 16. Over 6000 individuals attended KRPI funded FE events.



Almost all of the FE series programs were kindergarten transition programs/camps and were geared towards 4-5 year olds (90%). A small propportion (17%) of programs (e.g. Play and Learn, Juntos Apprenemos) were geared towards infants and toddlers (0-3). Repondents reported that a structured curriculum was used by sixty-six percent (66%) of the FE strategies, most commonly Ready! For Kindergarten (47%).[8] Twenty one percent (21%) of the FE programs were specifically targeted toward a priority population. Priority populations for KRPI funding include linguistically and culturally diverse families, families with children with special needs, and lower income families.[9]

Figure 17. Reported characteristics of FE strategies.



[8] Other curriculum respondes included: Kaliedoscope Play and Learn, Boston Basics, Combination of Abriendo, preschool based on headstart standards & continuing education for parents, reggio emilia approach,Kinderstart, Creative Curriculum, Kindergarten Success Begins Early

[9] For more details about the priority populations data, refer to Appendix G.